

NATIONAL COORDINATOR PROGRAM

(CFDA #84.184K)

Information and Application Procedures for Fiscal Year 2002

OMB# 1810-0551 Expiration Date: 11/30/2003

Application Deadline: **MAY 28, 2002**



U.S. Department of Education
Office of Elementary and Secondary Education
Safe and Drug-Free Schools Program

A Brief Introduction

The Safe and Drug-Free Schools and Communities Act (SDFSCA) is the Federal government's largest single source of funding for drug and violence prevention programs in the Nation's schools. The State Grants portion of the Act provides funding to approximately 97 percent of school districts in the Nation to assist them in preventing violence in and around schools, promoting safety and discipline for students, and preventing the illegal use of alcohol, tobacco, and other drugs by school-aged youth.

SDFSCA National Programs

The National Programs portion of the SDFSCA supports the development of innovative programs to prevent the illegal use of drugs and violence and promote safety and discipline for students.

Eligibility

Local educational agencies are eligible applicants under this competition.

Authority

This competition is authorized under the Elementary and Secondary Act of 1965, as amended, Title IV, Section 4125 of the Safe and Drug-Free Schools and Communities Act.

Note to Applicants

This is a complete application package for the National Coordinator program. This package, together with the statute authorizing the program and applicable Education Department General Administrative Regulations (EDGAR) contains all of the information, application forms, and instructions needed to apply for the grant.

The official documents governing this competition are the Notice of Final Priority and the Closing Date Notice published in the Federal Register on April 12, 2002. These notices also are available electronically at the following Web sites: www.ed.gov/offices/OESE/SDFS and www.ed.gov/legislation/FedRegister.

Applicants should clearly indicate in Block #4 of the Standard Form 424, the CFDA number and alpha suffix of the competition (**84.184K**) for which funds are being requested.

**Resumes of coordinators hired with these grant funds must be submitted to ED.
Coordinators must have internet access.**

Deadline Extensions

Waivers for individual applications failing to meet the deadline will not be granted, regardless of the circumstances. Under very extraordinary circumstances the Department may change the closing date for a competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register.

Estimated Range of Awards

Under this program, an estimated 30 awards each ranging from \$250,000 to \$650,000 will be made. The Department of Education is not bound by any estimates in this application package.

Length of Projects

Project period is up to 36 months. **[NOTE: Applicants requesting three-year projects must submit with this application ED Form 524 and a detailed budget narrative for each of the three years in order to be eligible for funding for each year.]**

Application Receipt Date

All applications must be received by May 28, 2002. Postmarked dates will not be accepted. Applications received after the deadline will not be reviewed. Due to recent disruptions to normal mail delivery, you are encouraged to use an alternative delivery method (see page 19 of this application).

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NOTICE TO APPLICANTS

I. The Government Performance and Result Act (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

GOAL 1: Create a culture of achievement.

GOAL 2: Improve student achievement.

GOAL 3: Develop safe schools and strong character.

GOAL 4: Transform education into an evidence-based field.

GOAL 5: Enhance the quality of and access to postsecondary and adult education.

GOAL 6: Establish management excellence.

The Secretary may choose to develop performance indicators for the National Coordinator Program in accordance with the Government Performance and Results Act (GPRA). If indicators are developed, grantees will be asked to provide information that relates to participant outcomes and project management.

II. Program Specific Information

Definitions:

(a) For purposes of this competition, “administering the safe and drug-free grant program,” means that the coordinator will perform the following functions in schools with significant drug and school safety problems:

- (1) Identify research-based drug and violence prevention strategies;
- (2) Assist schools in adopting the most successful strategies, including training of teachers and staff and relevant partners as needed;
- (3) Assist schools in developing and improving school safety plans that address responses to and recovery from large-scale disasters;
- (4) Work with parents and students to obtain information about effective programs and strategies and encourage their participation in the development and implementation of those strategies and programs;
- (5) Facilitate evaluation of the schools prevention programs and strategies and use findings to modify programs, as needed;
- (6) Identify additional funding sources for drug prevention and school safety programming;
- (7) Provide information to State educational agencies on programs and activities that have proven to be successful in reducing drug use and violent behavior;
- (8) Coordinate with student assistance and employee assistance programs; and
- (9) Link other educational resources (e.g. Title I funds) to programs and strategies that serve to create safer, more orderly schools.

(b) “Schools with significant drug and school safety problems” are defined as those that have identified drug use and school safety as serious problems in their most recent needs assessment and that have taken one or more of the following actions within the 12 months preceding the date of this announcement:

- (1) Suspended, expelled, or transferred to alternative schools or programs at least one student for possession, distribution, or use of alcohol or drugs, including tobacco;
- (2) Referred for treatment of substance abuses at least five students;
- (3) Suspended, expelled, or transferred to alternative schools or programs at least one student for possession or use of a firearm or other weapon; or
- (4) Suspended, expelled, or transferred to alternative schools or programs at least five students for physical attacks or fights.

Other Requirements

(a) Participation by Private School Children and Teachers

LEAs that receive a National Coordinator program grant are required to provide for the equitable participation of eligible private school children and their teachers or other educational personnel. In order to ensure that grant program activities address the needs of private school children, timely and meaningful consultation with appropriate private school officials must occur during the design and development of the program. Administrative direction and control over grant funds must remain with the grantee.

(b) Maintenance of Effort

An LEA may receive a National Coordinator program grant only if the State educational agency finds that the combined fiscal effort per student or the aggregate expenditures of the agency and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.

(c) Annual Report

LEAs receiving a grant under this program must report annually to the Department of Education on progress toward meeting measurable goals and objectives of the funded project.

(d) National Evaluation

The Department of Education is conducting a national evaluation of the National Coordinator program to determine its efficacy as a means of improving prevention programming. Grantees must agree to participate in the evaluation as a condition of receiving a grant.

(e) Hiring

LEAs may apply for grant funding under the absolute priority for this competition to hire one or more coordinators to serve schools in the district. Each coordinator hired with funds from this grant must: (1) serve at least one school and no more than four schools; (2) have no duties other than coordinating and administering the drug prevention and school safety programs in those schools; (3) have a degree from an accredited four-year institution of higher education and an academic background or equivalent work experience in a field related to youth development, such as education, psychology, sociology, social work, or nursing; and (4) participate in any training required by the Department.

Training

All coordinators hired with grant funds under this competition are required to attend one week of ED-sponsored training during the first year of the grant, participate in one web-based training in years two and three, and attend one national meeting in each year, as directed by ED. Applicants should budget for travel, hotel, meals and ground transportation costs for each coordinator supported by the grant. The applicant should also budget for the project director and one other staff person to attend an annual grantee meeting and one other meeting. For planning purposes, applicants may assume the training will take place in Washington, D.C.

Evaluation Requirements

Successful applicants are required to evaluate activities funded under this competition. Baseline information for the national evaluation of the program must be submitted as part of this application. **(See pages 12-14)**. This information will **not** be evaluated by reviewers and will **not** form part of the scoring criteria for determining grant awards.

Limitation of Duties

Applicants must provide an assurance, as a condition of receiving a grant, that coordinators' duties will be limited to those described in this application. Coordinators may not serve as substitute teachers, playground, lunchroom, or hall monitors, or perform any other professional or administrative task not directly related to the duties of a coordinator as defined in this application.

III. Application Information and Selection Criteria – National Coordinator Program (84.184K)

Background

The need for school-based drug prevention and school safety programs to incorporate strategies of demonstrated effectiveness is well established. In 1998, the Department of Education established a set of Principles of Effectiveness for the use of Safe and Drug-Free Schools funds. Congress enlarged on these principles in its 2001 reauthorization of the Elementary and Secondary Education Act, and directed that for a program to meet the principles, it must: (A) be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities; (B) be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment; (C) be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use; (D) be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research; and (E) include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.

The SDFS National Coordinator Program Initiative will support the recruiting, hiring, and training of one or more full-time staff who will be responsible for developing, conducting, and analyzing assessments of drug and crime problems at their schools and administering the school's safe and drug-free grant program. Research suggests that the presence of a full-time coordinator will result in improved programming and, by extension, lead to improved program outcomes. A well-trained staff member who is familiar with the research on effective prevention programming and who uses the approach to implementation set out in the Principles of Effectiveness will be better able to make informed and appropriate choices in designing and implementing prevention programs to meet the needs of students in the schools they serve.

Findings from a longitudinal study of 19 drug prevention programs in school districts undertaken by the Department of Education indicate that prevention program coordinators can play an important role in the quality of program implementation, particularly when coordinators are able to devote a significant amount of time to such programming. The study also provides the following caution: The most common barrier to achieving full implementation of prevention programs is a lack of leadership by the program coordinator,

a situation frequently exacerbated by the coordinator having other responsibilities within the district. Other barriers include: program coordinators who do not consistently follow through to monitor the activities being implemented in the schools; a lack of awareness by the program coordinators or other district administrators of the full spectrum of prevention strategies that might be employed; community members who do not believe there are drug problems among their youth; and other district priorities that – while they may be desirable for other reasons-interfere with prevention efforts (Silvia, E. S. & Thorne, J.(1997) School-based Prevention Programs: A Longitudinal Study in Selected School Districts. Executive Summary. Final Report. Washington, D.C.: U.S. Department of Education.)

In summary, in order to have maximum effect, coordinators should be employed full-time in drug prevention and school safety programming, be well trained, be familiar with prevention research, and be careful in monitoring program implementation in the school(s).

Note: This is a hiring grant. Funds may not be used to support prevention programs, provide direct services to students, purchase curriculum materials (except for use by the coordinator), or fund any other activity not directly related to the duties of the coordinator.

ABSOLUTE PRIORITY

Under the absolute funding priority for this grant competition, LEAs with significant drug and school safety problems in their schools must propose projects that:

Recruit, hire, and train individuals to serve as full-time drug prevention and school safety program coordinator(s) in schools with significant drug and school safety problems, who are responsible only for:

- (1) developing, conducting, and analyzing assessments of drug and crime problems at their schools; and
- (2) administering the school's safe and drug-free grant program.

LEAs may apply in consortium with one or more adjacent LEAs; however, each LEA in the consortium must meet all requirements of the priority for this competition and one LEA must serve as lead applicant.

SELECTION CRITERIA

We will use the following selection criteria to evaluate applications for new grants under this competition. The maximum score for all of these criteria is 100 points. The maximum score for each criterion is indicated in parentheses.

(1) Need for the project (25 points)

Applicants must:

- a) Describe the drug, violence, or safety problems in schools that will be served by coordinator(s) funded by these grants;

- b) Provide data on the number of students who were suspended, expelled, or transferred to alternative settings for drug use or violent behavior during the 12 months preceding the date of this announcement;
- c) Explain how the coordinator(s) will make a difference in the drug prevention and safety problems at the schools to be served by this initiative; and
- d) Describe how the position(s) funded by this grant will be coordinated with existing prevention programs and staff.

In determining the need for the proposed project, the following factor is considered:

A. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

(2) Quality of the project design (30 points)

Applicants must:

- a) Provide a detailed description of their plan for bringing about changes in the type and quality of drug prevention and school safety programs for students; and
- b) Describe how the community will be involved in designing and supporting these programs.

In determining the quality of the design of the proposed project, the following factors are considered:

- A. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population;
- B. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance;
- C. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population, including community coalitions;
- D. The extent to which the proposed project encourages parental involvement in the development and implementation of the project; and
- E. The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

(3) Adequacy of Resources (25 points)

Applicants must:

- a) Describe their plan for supporting and institutionalizing the coordinator(s) position into the district's permanent staffing structure, including how they will ensure its continuation when Federal funding ends;
- b) Explain how this coordinator position will be integrated into the staffing structure of the district as whole, including where the coordinator will be housed and to whom the coordinator will report;
- c) Explain the district's plan to support the authority of the coordinator to design, select and implement prevention initiatives, and

- d) Explain how information developed by coordinators will be used by LEA policymakers.

Factors considered in determining the adequacy of resources are:

- A. The adequacy of support, including facilities, equipment, supplies and other resources from the applicant organization or the lead applicant organization;
- B. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits;
- C. The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support; and
- D. The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

(4) Quality of the Project Evaluation (20 points)

Applicant must:

- a) Provide a detailed description of their plan to evaluate implementation of the coordinator initiative with particular attention to how prevention strategies have changed as a result of the coordinator's efforts and the effects on student outcomes; and
- b) Agree to cooperate with any national evaluation of the coordinator initiative that the Secretary may require.

In determining the quality of the project evaluation, the following factors are considered:

- A. The extent to which the methods of evaluation are appropriate to the context within which the project operates;
- B. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies; and
- C. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Baseline Evaluation Information

The following information is required of ALL applicants. It will only be used as part of the national evaluation of the drug prevention and school safety coordinator initiative. There are no right or wrong answers. This information will NOT be used to score or otherwise evaluate your application for funding.

1. Name of Applicant:
2. Address:
3. Project Director:
4. In your district's most recent needs assessment, what types of data on drug, discipline, or problems with school safety did your district collect and/or review? When was this needs assessment conducted?
5. What factors did your district consider in selecting or developing drug prevention and school safety programming for 2001-2002?
6. Did your district review research on the effectiveness of prevention activities as part of the process of planning your drug prevention and school safety program for 2001-2002? If yes, how did your district conduct this review, and what types of research were included?
7. Please name and briefly (one or two sentences each) describe the drug prevention and school safety program activities your district implemented in 2001-2002. (If your district implemented a large number of activities, you may limit your list to the most significant in terms of time or costs.)
8. Give the names of any specific programs or strategies used in 2001-2002 by the district or by the schools that will be served by the coordinator:
9. What did your district do in 2001-2002 to monitor the quality of implementation of SDFSCA-sponsored prevention activities?
10. What did your district do to evaluate or assess the outcomes of effectiveness of prevention activities funded in 2001-2002 SDFSCA? How did your district use the information from these evaluations or assessments?
11. What steps did your district take as part of reviewing research on the effectiveness of potential programs during your district's drug and violence prevention planning process? Did your district...

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| a. Review an evaluation of the proposed program? | _____ | _____ |
| b. Talk with people identified as satisfied customers of the proposed program? | _____ | _____ |
| c. Read professional journals? | _____ | _____ |
| d. Look up program information on the Internet? | _____ | _____ |
| e. Discuss potential program with staff from a local comprehensive regional Technical assistance center? | _____ | _____ |
| f. Discuss potential program with state SDFSCA staff? | _____ | _____ |
| g. Discuss information found in items a-f above with other district staff or members of the SDFSCA advisory board? | _____ | _____ |
| h. Take any other steps? Please specify. | | |

12. Which of the following phrases best defines what you consider to be research-based programs? Would you say...

- _____ Programs that have been recommended as effective by people who have marketed them, i.e. sales people;
- _____ Programs that have been recommended as effective by colleagues;
- _____ Programs that have been advertised in magazines;
- _____ Programs that have been reviewed in magazines or journals;
- _____ Programs that have been evaluated by prevention researchers;
- _____ Programs that prevention researchers have demonstrated to be effective in controlled evaluations;
- _____ Federally sponsored programs with demonstrated effectiveness; or
- _____ Some other type of program? (**Please specify**)

13. During 2001-2002, what was the minimum number of hours of drug prevention and school safety programs required annually for students in your district at...

- a. elementary schools? _____
- b. middle schools? _____
- c. senior high schools? _____

14. During the 2001-2002 school year, how many schools in your district had a drug prevention or school safety "advocate" or "specialist" working...
- a. full-time? _____
 - b. part-time? _____
 - c. quarter-time? _____
15. What was the total number of people (actual individuals, not FTE) working in schools during the 2001-2002 school year as drug prevention or school safety "advocates" and specialists?"
- _____ Total number of people working as "advocates" or "specialists."
16. In addition to prevention "advocates" and "specialists" who are assigned to specific schools, how many district-wide drug prevention and school safety coordinators did your district have? _____ (A district-wide coordinator is responsible for all or a substantial portion of schools in the district.)
17. Please provide a copy of the results from your district's most recent survey(s) of students that provide(s) information on as many of the following as you have available:
- a. Prevalence of student drug/alcohol/tobacco use;
 - b. Student attitudes related to drug/alcohol/tobacco use, and
 - c. Prevalence of student involvement with violence/crime/ disorder (e.g., victimization, weapon carrying, involvement in fights).
18. Please provide a copy of your district's most recent report showing:
- a. Numbers of incidents of crime/violence/disorderly behavior in schools, including violations of drug policies, and
 - b. Numbers of suspensions, expulsions, and referrals to alternative educational settings for crime/violence/disorderly behavior in schools, including violations of drug policies.

IV. Application Contents

Preparing the Application

A completed application for assistance under this competition consists of two parts: (1) all forms and assurances that must be submitted in order to receive a grant and (2) a detailed narrative description of the proposed project and the budget to support it. Applicants should carefully review the Selection Criteria on pages 9 through 11 for information on items that must be covered in the narrative description. Each eligible application received by the deadline date will be review by a panel of nonfederal readers with experience in school-based prevention programs and other relevant disciplines. The panel will award up to a total of 100 points for the selection criteria based on the quality and completeness of the narrative description.

Organizing the Application

We recommend that applicants organize the information in their application in the following order. All pages should be numbered consecutively to make review and evaluation easier.

Application for Federal Assistance (ED Form 424). In Item 4 of the 424, clearly identify the Catalog of Federal Domestic Assistance (CFDA) Number and the Title of the competition under which funds are being requested. Please include the following: **CFDA# 84.184K**.

Table of contents: An itemized listing of each section of the application package, including page numbers.

Abstract: Include a one-page, double-spaced abstract following the Table of Contents. This is a key element and should include a brief narrative describing: (1) the project goals and objectives; (2) the number of coordinators to be hired, number of schools to be served, and number of students; and (3) approaches to be used, and the outcomes expected of the project. Clearly mark this page with the applicant's name as shown in Item 1 of ED Form 424 and the title of the project as shown in Item 13 of the same form.

Narrative: Applicants should organize the program narrative according to the selection criteria specified in Section IV. The narrative should address all the criteria and all of the factors under each criterion. The pages of the narrative section must be numbered and should be limited to **25 typed pages, double-spaced, printed only on one side, with at least** inch margins. Font size should be Courier New 12-point type. It is in the best interest of applicants to ensure that the narrative statement is easy to read, logically developed in accordance with selection criteria, and fully addresses each rating factor.

Budget Form: Use the Budget Information Form (ED Form 524). Provide amounts for major budget categories. Note that a budget must be submitted for each year in which funds are requested up to a maximum of 3 years. Failure to supply a budget for each year of the project will result in no funding for those years.

Budget Justification: Include a detailed budget narrative that lists the amounts and sources of all funds, both Federal and non-Federal that supports and explains the information provided in the Budget Information Form (ED Form 524). Expenditures should be broken down according to the categories on the budget summary form. Provide an explanation of how the indirect cost rate is calculated. Be sure to include a budget and narrative description for each year of funding requested. All expenditures must be necessary to carry out the goals and objectives of the program, reasonable for the scope and complexity of the program, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

Explain the basis used to estimate certain costs for travel, supplies, contractual or other, and any costs that may appear unusual; and how the major cost items relate to the proposed project activities. The Budget Information Form and accompanying narrative should provide enough detail for reviewers to easily understand how costs were determined and how they relate to the goals and objectives of the project.

Assurances

Assurances: (Standard Form 424B, ED 80-0013) Non-Construction Programs Certification Regarding Drug-Free Workplace, Certification Regarding Debarment, Certification Regarding Lobbying and Certification Regarding Environmental Tobacco Smoke.) Of these forms, only the Standard Form 424B and the Certification Regarding Lobbying need to be signed and returned with the application. **By signing the Standard Form 424B, the applicant agrees to abide by requirements regarding drug-free workplace, debarment, and environmental tobacco smoke.**

Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is OMB No. 1810-0551. Expiration date: 11/30/2003. The time required to complete this information collection is estimated to average 20 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Safe and Drug-Free Schools Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W. Room 3E300, FOB#6, Washington, D.C. 20202-6123.

GEPA 427 Requirements

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. **All applicants for new awards must include information in their application to address this provision, summarized below, in order to receive funding under this program.**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address; gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use Federal funds awarded to it to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it tends to conduct “outreach” efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

V. Application Submission Procedures

Pilot Project for Electronic Submission of Applications

In FY 2002, the U.S. Department of Education is continuing to expand its pilot project of electronic submission of applications to include additional formula grant programs and additional discretionary grant competitions. The National Coordinator Program (84.184K) is one of the programs included in the pilot project. If you are an applicant under the National Coordinator Program, you may submit your application to us in either electronic or paper format.

The pilot project involves the use of the Electronic Grant Application System (e-APPLICATION, formerly e-GAPS) portion of the Grant Administration and Payment System (GAPS). We request your participation in this pilot project. We shall continue to evaluate its success and solicit suggestions for improvement.

If you participate in this e-APPLICATION pilot, please note the following:

- ? Your participation is voluntary.
- ? You will not receive any additional point value or penalty because you submit a grant application in electronic or paper format.
- ? You can submit all documents electronically, including the Application for Federal Assistance (ED 424), Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications.
- ? Within three working days of submitting your electronic application fax a signed copy of the Application for Federal Assistance (ED 424) to the Application Control Center after following these steps:
 1. Print ED 424 from the e-APPLICATION system.
 2. Make sure that the institution's Authorized Representative signs this form.

3. Before faxing this form, submit your electronic application via the e-APPLICATION system. You will receive an automatic acknowledgement, which will include a PR/Award number (an identifying number unique to your application).
 4. Place the PR/Award number in the upper right corner of ED 424.
 5. Fax ED 424 to the Application Control Center at (202) 260-1349.
- ? We may request that you give us original signatures on all other forms at a later date.

You may access the electronic grant application for the National Coordinator program at <http://e-grants.ed.gov>.

We have included additional information on the e-APPLICATION pilot project (see Parity Guidelines between Paper and Electronic Applications) in this application package.

Instructions for Transmitting Applications

Applications Sent by Mail

The original and two copies of the application must be received on or before **May 28, 2002** at.

**U.S. Department of Education
Application Control Center
Attention: CFDA #84.184K
Washington, DC 20202-4725**

To help expedite our review of your application, we would appreciate your voluntarily including an additional one copy of your application.

The original copy of the application must have an original signature, signed in black ink. Each copy must be stapled in the upper left corner or bound at the left margin. All copies of the application must be submitted in a single package. **Do not submit audio or video tapes or CD Roms as part of the application, they cannot be evaluated during the review process.**

Special Note: Due to recent disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; U.S. Postal Service Express Mail; or a courier service) to transmit your application for this competition to the Department. If you use an alternative delivery method follow the instructions for “Applications Delivered by Hand.”

Applications Delivered by Hand

You or your courier must hand deliver the original and number of copies requested of the application by 4:30 p.m. (Washington, DC time) on or before the receipt date **May 28, 2002** to:

**U.S. Department of Education
Application Control Center
Attention: CFDA# 84.184K
7th and D Streets, SW
ROB-3, Room 3671
Washington, DC 20202-4725**

The Application Control Center accepts application deliveries daily between 8:00am and 4:30pm (Washington, DC time), except Saturdays, Sundays, and Federal holidays. The Center accepts application deliveries through the D Street entrance only. A person delivering an application must show identification to enter the building. Please obtain a signed receipt of your delivery.

The Application Control Center will mail a Grant Application Receipt Acknowledgement to each applicant. If you fail to receive the notification of application receipt within 15 days from the date of mailing the application, you should call the U.S. Department of Education Application Control Center at (202) 708-9494.

Application Electronically

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30pm (Eastern Time) on the deadline date.

The regular hours of operation of the e-Grants Web site are 6:00am until 12:00 midnight (Eastern Time) Monday-Friday and 6:00am until 7:00pm (Eastern Time) Saturdays. The system is unavailable on the second Saturday of every month, Sundays, and Federal holidays. Please note that on Wednesday the Web site is closed for maintenance at 7:00pm (Eastern Time).

Parity Guidelines Between Paper and Electronic Applications

The Department of Education is expanding the pilot project, which began in Fiscal Year 2000, that allows applicants to use an Internet-based electronic system for submitting applications. This competition is among those that have an electronic submission option available to all applicants. The system, called e-APPLICATION, formerly e-GAPS (Electronic Grant Application package System), allows an applicant to submit a grant

application to us electronically, using a current version of the applicant's Internet browser. To see e-APPLICATION, visit the following Web site address at <http://e-grants.ed.gov>.

In an effort to ensure parity and a similar look between applications transmitted electronically and applications submitted in conventional paper form, e-APPLICATION has an impact on all applications under this competition.

Users of e-APPLICATION, a data driven system, will be entering data on-line while completing their applications. This will be more interactive than just e-mailing a soft copy of a grant application to us. If you participate in this voluntary pilot project by submitting an application electronically, the data you enter on-line will go into a database and ultimately will be accessible in electronic form to our reviewers.

This pilot project is another step in the Department's transition to an electronic grant award process. In addition to e-APPLICATION, the Department is conducting a limited pilot of electronic peer review (e-READER) and electronic annual performance reporting (e-REPORTS). To help ensure parity and a similar look between electronic and paper copies of grant applications, we are asking each applicant that submits a paper application to adhere to the following guidelines:

- ? Submit your application on 8 1/2 by 11 paper.
- ? Leave a one-inch margin on all sides.
- ? Use consistent font throughout your document. You also may use boldface type, underlining, and italics. However, please do not use colored text.
- ? Please also use black and white for illustrations, including charts, tables, graphs, and pictures.
- ? For the narrative component, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- ? Place a page number at the bottom right of each page beginning with 1, and number your pages consecutively throughout your document.

VI. Intergovernmental Review of Federal Programs

This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive order. **The name and address of each State Single Point of Contact is**

contained in this application package. A copy of the applicant's letter to the State Single Point of Contact must be included with the application.

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be received by July 3, 2002, at the following address: The Secretary, EO 12372 – CFDA #84.184K, U.S. Department of Education, Room 7W300, 400 Maryland Avenue, SW, Washington, DC 20202-0124.

Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern Time) on July 26, 2002.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.

STATE SINGLE POINTS OF CONTACT

ARKANSAS

Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
Department of Finance and Administration
1515 W. 7th St., Room 412
Little Rock, Arkansas 72203
Telephone: (501) 682-1074
Fax: (501) 682-5206
tlcopeland@dfa.state.ar.us

DELAWARE

Charles H. Hopkins
Executive Department
Office of the Budget
540 S. Dupont Highway, 3rd Floor
Dover, Delaware 19901
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Fax: (302) 739-5661
chopkins@state.de.us

FLORIDA

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Florida State Clearinghouse
Department of Community Affairs
2555 Shumard Oak Blvd.
Tallahassee, Florida 32399-2100
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Fax: (850) 414-0479
clearinghouse@dca.state.fl.us

ILLINOIS

Virginia Bova
Department of Commerce
and Community Affairs
James R. Thompson Center
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Chicago, Illinois 60601
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Fax: (312) 814-8485
vbova@commerce.state.il.us

KENTUCKY

Ron Cook
Department for Local Government
1024 Capital Center Drive, Suite 340
Frankfort, Kentucky 40601
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Fax: (502) 573-2512
ron.cook@mail.state.ky.us

CALIFORNIA

Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, California 95812-3044
Telephone: (916) 445-0613
Fax: (916) 323-3018
state.clearinghouse@opr.ca.gov

DISTRICT OF COLUMBIA

Luisa Montero-Diaz
Office of Partnerships and Grants Development
Executive Office of the Mayor
District of Columbia Government
441 4th Street, NW, Suite 530 South
Washington, DC 20001
Telephone: (202) 727-8900
Fax: (202) 727-1652
opgd.eom@dc.gov

GEORGIA

Georgia State Clearinghouse
270 Washington Street, SW
Atlanta, Georgia 30334
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gach@mail.opb.state.ga.us

IOWA

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Iowa Department of Economic Development
200 East Grand Avenue
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MAINE

Joyce Benson
State Planning Office
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38 State House Station
Augusta, Maine 04333
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joyce.benson@state.me.us

MARYLAND

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and Plan Review Unit
Maryland Office of Planning
301 West Preston Street - Room 1104
Baltimore, Maryland 21201-2305
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MISSISSIPPI

Cathy Mallette
Clearinghouse Officer
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MICHIGAN

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MISSOURI

Angela Boessen
Federal Assistance Clearinghouse
Office of Administration
P.O. Box 809
Truman Building, Room 840
Jefferson City, Missouri 65102
Telephone: (573) 751-4834
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igr@mail.oa.state.mo.us

NEW HAMPSHIRE

Jeffrey H. Taylor
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New Hampshire Office of State Planning
Attn: Intergovernmental Review Process
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NORTH CAROLINA

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RHODE ISLAND

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SOUTH CAROLINA

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Budget and Control Board
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aburgess@budget.state.sc.us

UTAH

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Governor's Office of Planning and Budget
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WISCONSIN

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Madison, Wisconsin 53707
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GUAM

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NORTH MARIANA ISLANDS

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PUERTO RICO

Jose Caballero / Mayra Silva
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San Juan, Puerto Rico 00940-1119
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Saint Thomas, Virgin Islands 00802
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VII. Appendices and Forms

This section should contain any supplementary information or documents that applicants may choose to submit in support of the applicant's capacity and preparation to undertake the proposed project.

Such documents may include resumes; letters of agreement with cooperating entities, if appropriate; evaluation results; or other materials. Do not include budget or program narrative information in this section.

All forms required to submit application package are available electronically at the following web site:

<http://www.ed.gov/GrantApps/>

AUTHORIZING LEGISLATION

**THE ELEMENTARY AND SECONDARY ACT OF 1965, as amended, Title IV,
Section 4125 of the Safe and Drug-Free Schools and Communities Act.**

“SEC. 4125. NATIONAL COORDINATOR PROGRAM.

“(a) IN GENERAL. — From funds made available to carry out this subpart under section 4003(2), the Secretary may provide for the establishment of a National Coordinator Program under which the Secretary shall award grants to local educational agencies for the hiring of drug prevention and school safety program coordinators.

“(b) USE OF FUNDS. — Amounts received under a grant under subsection (a) shall be used by local educational agencies to recruit, hire, and train individuals to serve as drug prevention and school safety program coordinators in schools with significant drug and school safety problems. Such coordinators shall be responsible for developing, conducting, and analyzing assessments of drug and crime problems at their schools, and administering the safe and drug-free grant program at such schools.

Application Checklist

Use the following checklist for submitting the application package:

- _____ An original and three copies of the application. Each page of the application should be numbered consecutively.
- _____ All forms in the original application that require a signature are signed in **black** ink.
- _____ Application for Federal Education Assistance (ED Form 424) has been completed according to the instructions and includes the nine-digit DUNS Number and Tax Identification Number.
- _____ A one-page project abstract
- _____ A narrative description of the project (up to 25 pages)
- _____ A budget summary page and a supporting budget narrative (Separate budgets and supporting narrative must be submitted for each year funding is requested.)
- _____ All applications must include the required forms, assurances and certifications. Required forms listed below:
 - (1) ED 424 – Application for Federal Assistance and Instructions
 - (2) ED 524 – Budget Information, Non-Construction Programs and Instructions
 - (3) SF 424B – Assurances, Non-Construction Programs
 - (4) ED80-0013 – Certifications Regarding Lobbying; Debarment, Suspension & Other Responsibility Matters; and Drug-Free Workplace Requirements
 - (5) ED80-0014 – Certification Regarding Debarment, Suspension, Ineligibility & Voluntary Exclusion – Lower Tier Covered Transactions
 - (6) SF LLL – Disclosure of Lobbying Activities and Instructions
- _____ GEPA Section 427 Requirement
- _____ A copy of the letter to the State Single Point of Contact

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page: <http://www.ed.gov/>(WWW address)
<gopher://gopher.ed.gov/>(Gopher address)

OCFO Web Internet Page <http://ocfo.ed.gov/>(WWW address)

DUNS NUMBER INSTRUCTIONS

Please provide the applicant's D-U-N-S Number. If you do not currently have a D-U-N-S Number you can obtain one at no charge by calling **1-800-333-0505** or by completing a D-U-N-S Number Request form. **Please Note: We cannot make a grant award without this number.** The form can be obtained via the Internet at the following URL:

www.dnb.com/dunsno/whereduns.htm

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S Numbers to over 43 million companies worldwide.

